

Byzantine Civilization: The Missing Link

Grade Level: Third Grade

Written by: Judy Jacobs, Melanie Mueller, Andrea Plowman, E'Lisa Young, Hardy Oak Elementary, San Antonio, Texas

Length of Unit: Seven Lessons

I. ABSTRACT

Have you ever wondered what happened after the fall of Rome? This is a seven-lesson unit designed to link the study of the Roman Empire to the Byzantine Civilization, which is contained in the third grade Core Knowledge Sequence. This unit will provide a foundation for students to more fully understand the geography, Constantine and his role in Christianity, the city of Constantinople, and Justinian and Justinian's Code. Finally, students will observe how religion and art influenced each other with the creation of Hagia Sophia and the Byzantine mosaics. Deep understanding will be demonstrated through reading, writing, social studies, social experiments, technology, and art.

II. OVERVIEW

A. Concept Objectives

1. Students will develop an awareness of place.
2. Students will understand how belief systems affect a society's actions.
3. Students will recognize that art reflects the inner life of a people.

B. Content

1. The rise of the Eastern Roman Empire, known as the Byzantine Empire.
2. Constantine, first Christian emperor.
3. Constantinople (now called Istanbul) merges diverse influences and cultures.
4. Justinian, Justinian's Code
5. Become familiar with artworks of ancient Rome and Byzantine civilization, including Byzantine mosaics and Hagia Sophia

C. Skill Objectives

1. Students will locate the Byzantine Empire on a map and globe. (Texas Essential Knowledge and Skills, Social Studies 3.5 B)
2. Students will listen and speak to gain knowledge of his/her own culture, the culture of others, and the common element of culture. (Texas Essential Knowledge and Skills, Language Arts 3.2 A, B)
3. Students will summarize texts that pertain to the Byzantine civilization. (Texas Essential Knowledge and Skills, Language Arts 3.10 A, B, D)
4. Students will generate questions and conduct research using information from various sources. (Texas Essential Knowledge and Skills, Language Arts 3.12 D, E, G, H)
5. Students will read to increase knowledge of his/her own culture, the culture of others, and the common elements of culture. (Texas Essential Knowledge and Skills, Language Arts 3.13 A, B)
6. Students will write for a variety of audiences and purposes in various forms. (Texas Essential Knowledge and Skills, Language Arts 3.14 A, B)
7. Students will use writing as a tool for learning and research. (Texas Essential Knowledge and Skills, Language Arts 3.20 B, C)
8. Students will demonstrate and understanding of art history and culture as records of human achievement. (Texas Essential Knowledge and Skills, Art A, B)

9. Students will use a variety of strategies to acquire information from electronic resources, with appropriate supervision. (Texas Essential Knowledge Skills, Technology 3.4 A, B)

III. BACKGROUND KNOWLEDGE

- A. For Teachers
 1. Barrett, Tracy (1999). *Anna of Byzantium*.
 2. Corrick, James A. (1997). *The Byzantine Empire*
 3. Hirsh, Jr. E.D. (1992). *What Your Third Grader Needs To Know*
- B. For Students
 1. The “Decline and Fall” of Rome from the Core Sequence

IV. RESOURCES

- A. Steele, Phillip. (1997). *Step into The Roman Empire*
- B. “Hagia Sophia. The Eternal Monument,”(on-line) Available URL: <http://w4u.eexi.gr/~ippotis/sumagiasen.html> 1996
- C. Haywood, John. (1999). *World Atlas of the Past The Medieval World*.
- D. Wonders Sacred and Mysterious. Reader’s Digest Video
- E. Bennett, William J. (1995). *The Children’s Book of Virtues*.

V. LESSONS

Lesson One: Background and Location

- A. *Daily Objectives*
 1. Concept Objective
 - a. Develop an awareness of place. There are reasons why events occur in certain places. Must understand the characteristics of a place to understand why events occurred there.
 2. Lesson Content
 - a. The rise of the Eastern Roman Empire, known as the Byzantine Empire.
 3. Skill Objective
 - a. Students will locate the Byzantine Empire on a map and globe. (TEKS Social Studies 3.5B)
- B. *Materials*
 1. Classroom size world map
 2. Individual student map of Eastern Byzantine Empire (Appendix A)
 3. Individual student transparency map (beginning of Eastern Byzantine Empire)
 4. Individual Pocket Folder
 5. Markers
- C. *Key Vocabulary*
 1. Peninsula- a portion of land nearly surrounded by water and connected to a larger body of land.
- D. *Procedures/Activities*
 1. Recommended read-aloud during this unit is *Anna of Byzantium*.
 2. Students will set up a folder to keep maps, information, etc.
 3. Review the Fall of Rome; Rise of Eastern Byzantine Empire.
 4. Review key vocabulary.

5. Students will shade the Eastern Byzantine Empire on the map. The students will also be given the same map on a transparency to shade only the beginning of the Eastern Byzantine Empire. This will create an overlay to compare/contrast the growth.
 6. Make a transparency slider.
- E. *Assessment/Evaluation*
1. Students will complete/ overlay of the Roman and Byzantine Empires.

Lesson Two: Timeline of the Rise of the Byzantine Empire

- A. *Daily Objective*
1. Concept Objective
 - a. Understand time and chronology
 2. Lesson Content
 - a. The rise of the Eastern Roman Empire, known as the Byzantine Empire.
 3. Skill Objective
 - a. Add to Roman timeline showing the events of the Byzantine civilization.
- B. *Materials*
1. Roll of register tape or adding machine tape
 2. Yarn
 3. Markers
 4. Sentence strips
- C. *Key Vocabulary*
1. A.D.
 2. B.C.
- D. *Procedures/Activities*
1. The teacher will review the previous Roman timeline and explain the continuance/extension of the Eastern Byzantine Empire.
 2. The students will add register tape extension to Roman timeline on wall.
 3. As a group using yarn and sentence strips plot the significant events to be added:
 - a. 330 AD Constantine I founds Constantinople
 - b. 364 AD Valentinian I divided empire East and West
 - c. 410 AD Rome sacked by Visigoths
 - d. 527 AD Justinian I and Theodora become emperor and empress
 - e. 537 AD Church of Santa Sophia(Hagia Sophia) in Constantinople is completed
 - f. 554 AD Empire at its greatest
 - g. 1453 AD Ottoman Turks capture Constantine- ending the Byzantine Empire
- E. *Assessment/Evaluation*
1. The Students will be able to identify events before and after others on the timeline.

Lesson Three: Constantine, The First Christian Emperor

- A. *Daily Objective*
1. Concept Objective
 - a. Understand how belief systems affect a society's actions
 2. Lesson Content
 - a. Constantine, first Christian emperor
 3. Skill Objective

- a. Students will listen and speak to gain knowledge of his/her own culture, the culture of others, and the common element of culture. (TEKS Language Arts 3.2 A,B)
 - b. Students will summarize texts that pertain to the Byzantine civilization.(TEKS Language Arts 3.10 A,B,D)
 - c. Students will read to increase knowledge of his/her own culture, the culture of others, and the common element of culture. (TEKS Language Arts 3.13 A,B)
- B. *Materials*
- 1. Background Information (Appendix B)
 - 2. Self-Adhesive note pads
 - 3. Chart paper
- C. *Key Vocabulary*
- 1. emperor-the male sovereign or supreme ruler of an empire
 - 2. pagan-a person who has no religion
 - 3. Christian-believing in Jesus as Christ or in the religion based on his teachings
- D. *Procedures/Activities*
- 1. Teacher will introduce key vocabulary
 - 2. Students will use appendix B. Teacher will model how to use sticky notes to record facts and questions.
 - 3. Post notes on chart paper
- E. *Assessment/Evaluation*
- 1. Check for understanding with students with group discussions.

Lesson Four: The Division of the Empire

- A. *Daily Objectives*
- 1. Concept Objective
 - a. Develop an awareness of place. There are reasons why events occur in certain places. Must understand the characteristics of a place to understand why events occurred there.
 - 2. Lesson Content
 - a. The rise of the Eastern Roman Empire, known as the Byzantine Empire.
 - 3. Skill Objective
 - a. Students will use writing as a tool for learning and research.(TEKS Language Arts 3.20 B,C)
- B. *Materials*
- 1. Teacher made “Then and Now” booklet (Appendix C)
 - 2. “The Byzantine Empire,” *What Every Third Grader Needs to Know*, p.116
- C. *Key Vocabulary*
- 1. Colosseum-a Roman stadium built about 80 A.D.
 - 2. aqueduct-a large pipe or structure that carries water from a distant source
 - 3. Circus Maximus-an oval chariot racetrack stadium that could hold 250,000 people
 - 4. Forum-the public meeting place for open discussion in the square of an ancient Roman city
 - 5. ruins-the remains of something that has been destroyed or fallen into pieces because of age
- D. *Procedures/Activities*

1. Teacher will review affluent lifestyle and culture of Rome at its height using *The Byzantine Empire* (Corrick) book as reference emphasizing the drastic differences.
 2. Students will create a class Then and Now booklet. (Appendix C)
 3. Working in pairs, students will illustrate and describe the empire at both its height and decline.
- E. *Assessment/Evaluation*
1. Assess pages in class book. Students will demonstrate in illustrations the visual difference between Roman architecture “then” and “now” (the decline of the Roman empire). Students will also summarize thoughts and descriptions of their illustration.

Lesson Five: Justinian and Justinian’s Code

- A. *Daily Objectives*
1. Concept Objective
 - a. Understand how belief systems affect society’s actions.
 2. Lesson Content
 - a. Justinian, Justinian’s Code.
 3. Skill Objective
 - a. Students will write for a variety of audiences and purposes and in various forms. (TEKS Language Arts 3.14 A,B)
- B. *Materials*
1. *What Life Was like Amid Splendor and Intrigue*. P.19
 2. *The Book of Virtues*. Edited by William J. Bennett
 3. <http://www.angelfire.com/extreme/Justinian/>
- C. *Key Vocabulary*
1. virtues-a particular example or kind of moral excellence
 2. code-a system of laws and rules
 3. advisor-a person who offers advice
 4. commission-a group of people who have been given authority by law to perform certain duties
- D. *Procedures/Activities*
1. Teacher will present background information on Justinian and his code written for his people from *What Life Was Like Amid Splendor and Intrigue*, p.19 and from <http://www.angelfire.com/extreme/Justinian/>
 2. Discuss/define vocabulary.
 3. Teacher will read sample stories from *The Book of Virtues*, such as “The Honest Woodsman” and “The Honest Disciple.”
 4. Set up classroom with whole class as the imperial commission to decide if Justinian modeled the virtues he believed in at all times.
 5. Allow time for class discussion and teacher as a facilitator.
- E. *Assessment/Evaluation*
1. Students will use facts from information of Justinian to decide guilt or innocence.

Lesson Six: Hagia Sophia, A Sacred Wonder

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Understand how belief systems affect a society’s actions.
 2. Lesson Content

- a. Constantine, first Christian emperor
 - 3. Skill Objective
 - a. Students will use a variety of strategies to acquire information from electronic resources, with appropriate supervision. (TEKS Technology 3.4 A, B)
- B. *Materials*
 - 1. Video, “Reader’s Digest: Wonders Sacred and Mysterious”
 - 2. Computer with Internet access
 - 3. Appendix D
- C. *Key Vocabulary*
 - 1. capital-the top part of a pillar or column
 - 2. arcade-a series of arches supported by columns or pillars
- D. *Procedures/Activities*
 - 1. Introduce vocabulary before video
 - 2. Students will view video beginning at 23:30 through 35:00
 - 3. Discuss architecture, customs, and beliefs
 - 4. Conduct a teacher-led scavenger hunt as a virtual tour on the website (<http://w4u.eexi.rg/~ippotis/sumagiasen.html>) using Appendix D
- E. *Assessment/Evaluation*
 - 1. Students will successfully complete the virtual tour.

Lesson Seven: Byzantine Mosaics

- A. *Daily Objectives*
 - 1. Concept Objective
 - a. Recognize that art reflects the inner life of people.
 - 2. Lesson Content
 - a. Become familiar with artworks of ancient Rome and Byzantine Civilization, including Byzantine mosaics and Hagia Sophia.
 - 3. Skill Objective
 - a. Students will demonstrate an understanding of art history and culture as records of human achievement. (TEKS Art 3.3 A,B)
- B. *Materials*
 - 1. Clay and stones or beans and marbles for each student
 - 2. *Creating with Mosaics* (see bibliography)
 - 3. Shellac
- C. *Key Vocabulary*
 - 1. mosaic-a picture or design made on a surface by fitting and cementing together small colored pieces, as of tile, glass, or stone
- D. *Procedures/Activities*
 - 1. Teacher will show students pictures of various mosaics from Roman times to present day.
 - 2. Using *Creating with Mosaics* p.12-13, model for students correct ways to imbed stones, marbles, or beans in clay design.
 - 3. Students will create their own mosaic artifact.
- E. *Assessment/Evaluation*
 - 1. Completion of project

VI. CULMINATING ACTIVITY

Students will add illustrations to the Byzantine Empire timeline

VII. HANDOUTS/WORKSHEETS

Appendix B-D, Appendix A available only at the conference

VIII. BIBLIOGRAPHY

- A. Barrett, Tracy. *Anna of Byzantium*. New York: Random House, Inc. , 1999. ISBN # 0-440-41536-5.
- B. Bennett, William J. *The Children's Book of Virtues*. New York: Simon and Schuster, 1995. ISBN 0-684-81353.
- C. Corrick, James A. *The Byzantine Empire*. San Diego, CA: Lucent Books, 1997. ISBN # 1-56006-307-6.
- D. *Creating With Mosaics*. Woodbridge, CT: Blackbirch Press, Inc., 2000. ISBN # 0-56711-440-7
- E. *Hagia Sophia: The Eternal Monument*," Available URL: <http://w4u.eexi.gr/~ippotis/sumagiasen.html>
- F. "Hagia Sophia," *Wonders Sacred and Mysterious*. Pleasantville, NY": Reader's Digest Association, Inc. 1993. RV 45-170-GW/3
- G. Haywood, John. *The Medieval World*. New York: Oxford University Press, 1999. ISBN # 0-19-521443-9
- H. Hirsch, Jr. E.D. *What Your Third Grader Needs to Know*. New York: Dell Publishing, 1992. ISBN # 0-385-31257-1.
- I. James, Simon. *Ancient Rome*. New York: Dorling Kindersley Publishing, Inc., 1990 ISBN # 0-7894-7588-1
- J. "Justinian of Byzantine," Available URL: <http://www.angelfire.com/extreme/Justinian/>
- K. Steele, Philip. *Step Into ...The Roman Empire*. New York: Lorenz Books, 1997. ISBN # 1-85967-526-3
- L. *What Life Was Like Amid Splendor and Intrigue*. Richmond, VA: Time-Life Books, 1998. ISBN # 0-7835-5457-5

Appendix B

Constantine and Constantinople Background Information

Constantine the Great moved the new wealthy capital from Rome to Byzantium in 324. He renamed the city Constantinople, after himself. Constantinople's location was nearly perfect. It was surrounded by seas on three sides, which made it ideal for ships that sailed into the port to trade. The fourth side of Constantinople was surrounded by a magnificent and strong wall, which protected it from any invasion by land. As Constantinople grew more wealthy and large, Rome, on the other hand, was diminishing (shrinking) in size.

Constantine was the first Roman emperor who was also a Christian. Christians worshipped just one god, while Romans worshipped many. Constantine ordered many churches to be built throughout the empire. This resulted in Christianity becoming the Roman way of life. Before Constantine, Christians were punished for refusing to worship Roman gods. The legend of Constantine's change to Christianity came from a dream. He was about to lead his soldiers into battle when he saw a vision: a cross. This was and still is the symbol of the Christian religion. He then ordered all of his soldiers to paint this symbol on their shields. When Constantine and his soldiers defeated the enemy, he believed this was because the Christian god had helped him. From that day forward, Constantine was a Christian.

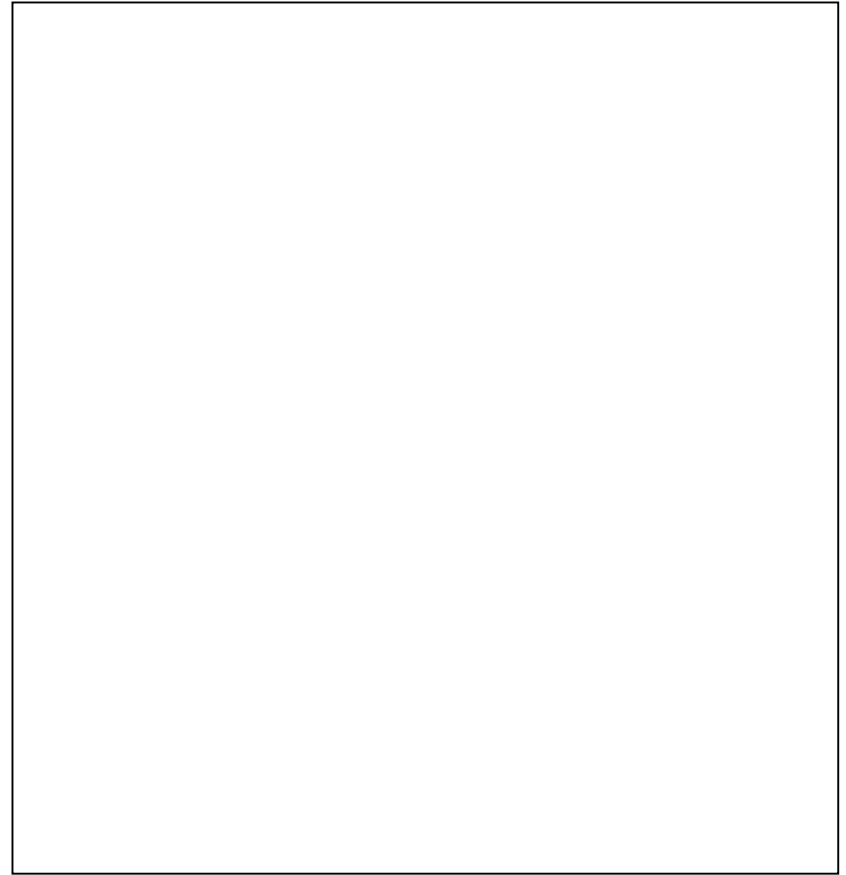
Appendix C

Name _____

Then



Now



Appendix D

Hagia Sophia Scavenger Hunt

Website: <http://w4u.eexi.gr/~ippotis/sumagiasen.html>

Find the picture where large shields are covering pictures of people as ordered by the Sultan.

Which picture shows where plaster covered the mosaics because of Muslim beliefs?

Find a picture that shows the chandeliers, a way of lighting the church.

Find a picture of each: the outside of the dome and the interior of the dome.

Find a picture that shows the wall coverings.

Find a picture that shows either capitals, columns, or arcades.

On the last slide “The Future” what is different from the original Hagia Sophia?
